

Social Contexts of Educational Policy, Politics & Practice

EDST 577, Section 61A (VEL6 cohort)

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| Instructor: | Deirdre Kelly | Term: | Summer 1 (May 14-June 20, 2024) |
| Office: | PCOH 3039 | Time: | T & Th., 4:30-6:30 pm PST + asynchronous |
| Tel: | 604-822-3952 | Location: | Canvas & online via Zoom |
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Course Description

Welcome to EDST 577, a course offered in the VEL6 M.Ed. in Educational Administration and Leadership (EDAL), with the theme: *Inquiry, capacity building and leadership for Indigeneity, equity and inclusion*. In this seminar we will examine such questions as: What is educational policy? Can research help solve social problems? If so, how: Through finding technical solutions to social problems or advocacy? Should policy analysts take social problems as given, or should they study the social construction of these problems? Which voices are dominant and which ones absent in the educational policy process? Who benefits from educational policy and who loses? What are the intended and unintended consequences of educational policy? In the course, we will examine the process of policy making as well as some enduring themes in educational policy (such as addressing persistent inequities, providing more choice, broadening participation in decision-making) through case studies of specific policy issues and the social contexts from which they emerge.

Course Objectives

EDST 577 is designed to provide learning opportunities that will assist participants to:

- Explore the everyday of policy in your lives;
- Examine educators as policy actors;
- Understand policy and policy activism;
- Explore current educational policy debates;
- Examine alternative framing of educational policy;
- Understand the connection between politics and policy and the competing interests involved in the educational policy arena;
- Analyze global policies within local contexts;
- Be familiar with different approaches to educational policy research, including from Indigenous perspectives

Course Format

This is a seminar-style course, which comprises synchronous large and small group discussions via Zoom for up to 2 hours each week, plus online asynchronous discussions and mini-lectures via Canvas (UBC's online learning platform).

| SCHEDULE OF TOPICS AND DUE DATES | | |
|----------------------------------|--------------------------------|--|
| 0 | Before class on May 14 | Within Canvas, Class 1 Module, look for the page with the bright red push pin icon; it summarizes what to do before class starts on Zoom |
| 1 | Tues. May 14 | Introductions; education policy autobiography ; metaphors of policy |
| 2 | Thurs. May 16 | What is policy? Who makes policy? Different approaches to understanding and researching policy |
| 3 | Tues. May 21 | The construction of public problems; discourse analysis |
| 4 | Thurs. May 23 | Neoliberalism; policy settlements; governance frameworks |
| 5 | Tues. May 28 | Democracy, the public sphere, and the politics of difference ** education policy autobiography assignment due; post to Canvas ** |
| 6 | Thurs. May 30 | Dimensions of social justice in education |
| 7 | Tues. June 4 | Participation, recognition, redistribution—plus joy in education |
| 8 | Thurs. June 6 | Indigenous education policy, part 1 |
| 9 | Tues. June 11 | Indigenous education policy, part 2 ** website policy comparison assignment due; post to Canvas ** |
| 10 | Thurs. June 13 | Leading for gender and racial justice policy in education |
| 11 | Tues. June 18 | Policy framing and counter-framing |
| 12 | Thurs. June 20 | Policy activism: Who, what, where, how? ** final assignment due no later than Sunday, June 23 by 5 p.m. ** |

Course Requirements & Evaluation

NOTE: I encourage you to work together with other members of the class on any assignment. If you elect to do this, you will receive a group mark.

| GUIDELINES FOR ALL WRITTEN ASSIGNMENTS |
|---|
| <p>Please submit 12-point font Word documents. For referencing, please follow APA guidelines, 7th edition.</p> <p>Name your document with your last name and short descriptor, as follows:</p> <ul style="list-style-type: none"> • Education Policy Autobiography = EPA, Option # (e.g., <i>Kelly EPA Option A.docx</i>) • Website Policy Comparison = WPC (e.g., <i>Kelly WPC.docx</i>) • Final Essay = FE, Option # (e.g., <i>Kelly FE Option B.docx</i>) |

**Assignment #1: [Education Policy Autobiography](#) (30% of final mark)
Short Essay (5 typed, double-spaced pages; maximum of 1,250 words)**

Option A: For this assignment feel free to use visuals to accompany your writing. Visuals could include a photo collage, a video, or a single photo that is particularly meaningful and that you explain in writing. Consider the following questions:

1. What is a policy that had impact on your life as a student or educator?
2. Did you see it as a “good” or “bad” policy? Both or neither?
3. Why did this policy exist? (e.g., was in reaction to a tragedy? If you don’t know, feel free to speculate)
4. Who was involved in creating the policy?
5. Who benefitted from the policy? Who did not?
6. What assumptions were made in the policy?
7. How did you come to learn about the policy? (e.g., family, friends, media)
8. What alternative policies could have been introduced?
9. How do your [subject positions](#) or social locations or intersecting identities influence how the policy affected you and your thoughts about it?

Option B: Pick a classmate to work with. Arrange to interview each other, using the questions in Option A as a guide, being sure to take good notes. Write an education policy *biography* of your classmate. This will be *your* interpretation of their story, but I suggest you run a draft by them so they can check for accuracy; they retain the right to ask you to withhold or anonymize details they want confidential.

Option C: Show how your professional practice is framed by various, often conflicting, policies.

Option D: Think about a policy you would like to do research on. How is it connected to your policy autobiography? How might you use your policy autobiography to frame your policy study? How do you maintain a dialogue with people who have a similar policy autobiography, but a different viewpoint on the problem and the solution?

Assignment #2: [Website Policy Comparison Assignment](#) (35% of final mark)

Short Essay (5 typed, double-spaced pages; maximum of 1,250 words)

Either from [the list of suggested websites](#) provided or ones you locate, choose two and explore their policy fields:

1. Clarify why you have chosen these two websites and how you intend to compare them.
2. Discuss in a meaningful way the discourses in use and the intended audiences.
3. Look at, and discuss, the condensation symbols that are used.
4. Consider whether you can identify discursive frames that limit what can be discussed (e.g., unheard voices, missing policy alternatives), hidden assumptions, one or more of Thompson’s modes of operation of ideology, contradictions, or suspicious numbers.
5. Most importantly, base your discussion on readings from the course and class discussions; support your ideas with the relevant concepts and theories (citing where appropriate).

6. Reflect on the potential contribution of these policies/websites to your own work.
7. Reflect on the limitations of these websites.

I encourage you to focus your analysis by drawing from your relevant sociocultural knowledge as well as any technical or arts-based competencies you may have. Ultimately, however, remember that this assignment is designed to help you to (a) synthesize what you have learned in the course to date and (b) experience firsthand a mini-inquiry or research project.

**Assignment #3: Final Assignment (35% of final mark)
Short Essay (5 typed, double-spaced pages; maximum of 1,250 words)**

Use the final assignment to synthesize what you have learned in the course, either by (a) applying it to a policy document of your choosing or (b) analyzing and reflecting upon a set of readings, experiences, concepts, and beliefs. Below I offer a few options of each type of essay (an *application* of what you've learned or an *analysis and reflection*). Please feel free to improvise other variations. If you would like to demonstrate what you have learned using an alternative format, please talk to me and we can negotiate the details.

Option A: Choose a school or district growth plan and discuss some of the main themes from the plan in the form of a critical review. Examine this plan based on the readings assigned for the course.

1. Analyze the implications of the plan for different social groups.
2. Point to the ethical issues involved. For example, who participated in the creation of the plan, and who was excluded?
3. Your review should characterize how education for Indigeneity, equity, and inclusion feature into the plan, with specific references to the document.
4. What tensions, complexities, surprises, new learning emerged from your inquiry into the plan?
5. How does your inquiry relate to your future work as an educational leader? What might you add to the school or district plan that your reviewed?

Option B: Choose a policy document from your workplace or an organization you have been involved with and analyze the policy as well as the responses to it from internal and external interest groups.

Option C: How does a set of reading(s) we have discussed enlarge your understanding of a personal experience?

Option D: Use one or more of the concepts presented in class to analyze something you care about.

Option E: Review your first two assignments:

1. Reflect on their contributions to your understanding of policy.
2. How will these contributions inform your practice?

3. Relate your discussion to the literature we reviewed in class.

EVALUATION CRITERIA FOR ALL WRITTEN ASSIGNMENTS

- Readable (well organized, concise, proofread for grammar, spelling, and punctuation errors)
- Makes a clear argument (e.g., supports claims, makes clear transitions)
- Attends to social context, power, oppression, and colonization
- Demonstrates understanding of, and makes meaningful connections to, concepts, arguments, and examples learned through reading, class discussion, or practice
- Includes your insights and conclusions

Participation

Everyone should come to class prepared to discuss the assigned readings. Class members will learn as much from the exchange of views when we are together as we will from analyzing the readings on our own.

To enrich class discussion, each student will be responsible for one **Synthesis-Response-Question (SRQ) piece**. The SRQ should be written as a narrative rather than a bulleted summary. Be sure to:

1. synthesize the reading in one paragraph;
2. provide your response to the reading in ½ page (e.g., add a new idea or example, discuss a point you agree or disagree with and why, take up an idea that relates to your experience, discuss the implications for teaching or educational leadership, etc.);
3. pose 1 or 2 critical questions about the reading that will enhance our understanding of course themes. Strong SRQs will illuminate the arguments being made by the author/s by drawing connections to previous class readings. The SRQ should fit on one page of paper (font size 12; maximum 500 words).

Please submit your SRQ to the Canvas assignment folder no later than the 2 days before the class when your assigned reading is to be discussed. Usually, I will expect you to initiate a small-group or class discussion based on your SRQ. Name your SRQ as: **SRQ_Author last name.Your Name.docx** (e.g., SRQ_Levinson.Deirdre Kelly.docx).

When I signal to you via email that your SRQ is ready to share with the class, please then also upload that edited version to Canvas (in the SRQ discussion forum). You should do this **no later than the day before class**. At this stage, the person assigned as your “**first responder**” (FR) will post their response ASAP, but **no later than the start of class**. The FR can comment on the SRQ and make a start on answering a question that the SRQ writer has posed; they may also pose their own question. I ask that the FR also submit their response to Canvas in the Assignments area.

To recap, each of you will be responsible for writing one SRQ and for being the first responder on another SRQ. The sign-up for both roles will be done in class, then posted on Canvas. Grading will be pass/fail.

On the last day of class, I will ask each student to give a very brief presentation on some aspect of their final written assignment in progress. Together, we will negotiate the format for this.

Course Readings

The readings are available free of charge as e-journal articles or e-book chapters through the Library Online Course Reserve (LOCR) section of the course shell in Canvas.

Detailed Schedule of Topics, Readings, & Activities

May 14: Introduction. Education policy autobiography. Metaphors of policy

Come to class prepared to share a brief story involving an education (e.g., school, university) policy that either helped you or harmed you or had a mixed or complex impact on you. It might not have been an official, written “rule” but a longstanding practice or guideline (i.e., an unofficial, unwritten policy).

Before class, please watch this video clip:

- SRQ Illustration Using Levinson et al 2018 <11:08>

Required reading:

Manuel, Arthur. (2015). Institutionalizing a people: Indian school, Indian jail. In *Unsettling Canada: A national wake-up call* (pp. 22-32). Between the Lines.

Optional reading:

Heffernan, A., Netolicky, D., & Mockler, N. (2019). Editorial: New and alternative metaphors for school leadership. *Journal of Educational Administration and History*, 51(2), 83-86. <https://doi.org/10.1080/00220620.2019.1585768>

Mazawi, André Elias, & Stack, Michelle. (2020). Introduction: Course syllabi in faculties of education. In André Elias Mazawi & Michelle Stack (Eds.), *Course syllabi in faculties of education: Bodies of knowledge and their discontents, international and comparative perspectives* (pp. 1-18). Bloomsbury.

May 16: What is policy? Who makes policy? Different approaches to understanding and researching policy

Before class, please watch this video clip:

- Positionality. *YouTube*. <https://www.youtube.com/watch?v=rLOeV3ba9GQ> < 8:20>

Required reading:

Government of British Columbia. (2021, July 21):

Public school policies, from <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools>

What is policy? From <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/what-is-policy>

<skim school policies to get a sense of particular examples in light of the definition provided in “What is policy?”>

- Levinson, Bradley A., Winstead, Teresa, & Sutton, Margaret. (2018). Theoretical foundations for a critical anthropology of education policy. In Angelina E. Castagno & Teresa L. McCarty (Eds.), *The anthropology of education policy: Ethnographic inquiries into policy as a sociocultural process* (pp. 23-41). Routledge.
- Simpson, Leanne Betasamosake. (2017). Land as pedagogy. In *As we have always done: Indigenous freedom through radical resistance* (pp. 145-173, plus chapter notes on pp. 270-274). University of Minnesota Press. <SRQ>
- Gouldhawke, Mike. (2020, September 10). Land as a social relationship. *Briarpatch*. <https://briarpatchmagazine.com/articles/view/land-as-a-social-relationship>

**May 21: The construction of public problems.
Discourse analysis as a tool for social policy analysis**

Before class, please watch these video clips (approximately 50 minutes):

- Policy as discourse approach <11:14>
- What is discourse? <14:36>
- CDA tool condensation symbols <9:28>
- CDA grammar tools <14:27>

Required reading:

Edelman, Murray. (1988). The construction and uses of social problems. In *Constructing the political spectacle* (pp. 12-36). Chicago: University of Chicago Press. <SRQ>

Excerpts from:

Gee, James P. (2014). *How to do discourse analysis: A toolkit* (2nd ed.). Routledge.

Grammar Interlude #6: “The topics and themes tool” (pp. 71-75)

3.12: “The politics building tool” (pp. 124-129)

3.13: “Working with the politics building tool,” Problem 28 (pp. 129-131)

3.16: “Sign systems and knowledge building tool” (pp. 141-144)

3:17: “Working with the sign systems ... tool,” Problem 34 (pp. 146-148)

Janks, Hilary, with Dixon, Kerryn, Ferreira, Ana, Granville, Stella, & Newfield, Denise. (2014).

Table 1.2: How operations of ideology work in texts. In *Doing critical literacy: Texts and activities for students and teachers* (p. 29). Routledge.

Optional reading:

Bacchi, Carol, & Goodwin, Susan. (2016). Problematizing, problematizations, self-problematization. In *Poststructural policy analysis: A guide to practice* (pp. 38-41). Palgrave Macmillan.

Janks, Hilary. (2005). Deconstruction and reconstruction: Diversity as a productive resource.

Discourse: Studies in the Cultural Politics of Education, 26(1), 31-43.

<https://doi.org/10.1080/01596300500040078>

May 23: Neoliberalism. Policy settlements. Governance frameworks.

Before class, please watch these video clips (approximately 42 minutes):

- BBC Ideas. (2019, July 31). *Neoliberalism: The story of a big economic bust up*. [Video]. YouTube. <https://youtu.be/DLtxUiwY6j8> <running time: 3 min. 45 sec.>
- Neoliberalism as hegemony <14:27>
- Neoliberalism as policy <10:01>
- Neoliberalism as governmentality <13:51>

Required reading:

Connell, Raewyn. (2013). The neoliberal cascade and education: An essay on the market agenda and its consequences. *Critical Studies in Education*, 54(2), 99-112.

<https://doi.org/10.1080/17508487.2013.776990> <SRQ>

Fleming, John V. (2021). Chap. 6: The leadership journey in the neoliberal institution. In *Stories of educational journeys and leadership: Travelling betwixt and between* (pp. 207, 230). [dissertation, University of British Columbia]. Vancouver.

<http://hdl.handle.net/2429/79245> <SRQ>

Recall from EDST 582 (last term):

Susan L. Robertson, & Roger Dale. (2013). The social justice implications of privatisation in education governance frameworks: A relational account. *Oxford Review of Education*, 39(4), pp. 426-445. <https://doi.org/10.1080/03054985.2013.820465>

May 28: Democracy, the public sphere, and the politics of difference

Before class, please watch these video clips (approximately 28 minutes):

- Deliberative Democracy <9:58>
- Nancy Fraser and subaltern counterpublics <18:12>

Required reading:

Kelly, Deirdre M. (2014). Alternative learning contexts and the goals of democracy in education. *Teachers College Record*, 116(14), 383-410.

<http://www.tcrecord.org.ezproxy.library.ubc.ca/library>

Parker, Lana, Liu, Helen, & Smith, Christy. (2023). Pedagogical implications of the new information environment. In L. Parker (Ed.), *Education in the age of misinformation: Philosophical and pedagogical explorations* (pp. 119-141). Palgrave Macmillan. <SRQ>

Optional reading:

Fraser, Nancy. (1990). Rethinking the public sphere: A contribution to the critique of actually existing democracy. *Social Text* (25/26), 56-80.

May 30: **Dimensions of social justice in education:
Participation, recognition, redistribution**

Required reading:

- Young, Iris M. (2006). Taking the basic structure seriously. *Perspectives on Politics*, 4(1), 91-97. <https://doi.org/10.1017/S1537592706060099> <SRQ>
- Bartlett, Tara, & Schugurensky, Daniel. (2023). Inclusive civic education and school democracy through participatory budgeting. *Education, Citizenship and Social Justice*, Online first, 1-19. <https://doi.org/10.1177/17461979231160701> <SRQ>
- Stack, Michelle, & Janz, Heidi. (2024, January 30). Here are some dos and don'ts to help tackle ableism. *The Conversation*. <https://theconversation.com/here-are-some-dos-and-donts-to-help-tackle-ableism-221861>

June 4: **Dimensions of social justice in education (continued):
Participation, recognition, redistribution—plus joy in education**

Before class, please watch this film and video clip (approximately 2 hours):

- Romanek, Mark. (Director). (2010). *Never let me go*. USA: DNA Films Film4. <film available for streaming; running time 103 min.>
- Nancy Fraser's justice model <21:42>

Required reading:

- Fraser, Nancy. (2012). On justice: Lessons from Plato, Rawls and Ishiguro. *New Left Review*, 74, 41-51. Available: <http://ezproxy.library.ubc.ca/login?url=http://newleftreview.org/II/74/nancy-fraser-on-justice>
- Griffiths, Morwenna. (2012). Why joy in education is an issue for socially just policies. *Journal of Education Policy*, 27(5), 655-670. <https://doi.org/10.1080/02680939.2012.710019> <SRQ>

Optional viewing:

- Yenugun, Sami. (2015, June 13). *A visit from Kendrick Lamar—The best day of school ever?* [Video]. NPR Ed. http://www.npr.org/sections/ed/2015/06/13/413966099/a-visit-from-kendrick-lamar-best-day-of-school-ever?utm_medium=RSS&utm_campaign=news <running time 6 min. 45 sec.>

June 6: **Indigenous education policy, part 1**

Required reading:

- Good, Michelle. (2023). Racism, carefully sown. In *Truth telling: Seven conversations about Indigenous life in Canada* (pp. 57-86, 119). HarperCollins.
- Joseph, Bob. (2018). Excerpt: “Created residential schools, 1886-1996.” In *21 things you may not know about the Indian Act* (pp. 66-77, 198-199). Indigenous Relations Press.

Lafferty, Katljà (Catherine). (2021, June 21). Story by story, Canada's news media built Indigenous oppression. *The Tyee*. https://thetyee.ca/Analysis/2021/06/21/Story-By-Story-Canada-News-Media-Built-Indigenous-Oppression/?utm_source=daily&utm_medium=email&utm_campaign=210621

Optional reading:

Truth and Reconciliation Commission of Canada. (2015). Preface and Introduction plus Endnotes *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada* (pp. v-vi, 1-22, 440-443). Truth and Reconciliation Commission of Canada.

Optional video clip:

- Indigenous ed policy background concepts <25.43>

June 11: Indigenous education policy, part 2

Required reading:

Canadian Commission for UNESCO, & Parent, Amy Noxs Ts'aawit (2023, Fall). The right to journey home. *MUSE Magazine Online*.

<https://museums.ca/site/reportsandpublications/museonline/fall2023/journeyhome>

<SRQ>

Kerr, Jeannie, & Parent, Amy. (2018). The First Peoples Principles of Learning in teacher education: Responding to the Truth and Reconciliation Commission's calls to action.

Canadian Journal of Native Education, 40(1), 36-53. <SRQ>

Optional reading:

Clarke, Paul, Findlay, Nora, & King, Anna-Leah. (2019). Indigenization of the curriculum: Smudging, public schools, and the Canadian Charter of Rights and Freedoms. *Education Law Journal* 28(2), 201-237.

June 13: Leading for gender and racial justice policy in education

Required reading:

Airton, Lee. (2023). You don't know me: Welcoming gender diversity in schools via an ethic of hospitality. *Curriculum Inquiry*, 53(2), 148-168.

<https://doi.org/10.1080/03626784.2023.2200810> <SRQ>

Galloway, Mollie K., & Ishimaru, Ann M. (2020). Leading equity teams: The role of formal leaders in building organizational capacity for equity. *Journal of Education for Students*

Placed at Risk, 25(2), 107-125. <https://doi.org/10.1080/10824669.2019.1699413> <SRQ>

June 18: Policy framing and counter-framing

Before class, please watch these video clips (approximately 28 minutes):

- Intro to framing <9:43>
- Counter-framing <18:35>

Required reading:

- Farley, Ann N., Leonardi, Bethy, & Donnor, Jamel K. (2021). Perpetuating inequalities: The role of political distraction in education policy. *Educational Policy*, 35(2), 163-179. <https://doi.org/10.1177/0895904820987992>
- Justice, Daniel H., & Carleton, Sean. (2021, August 21). Truth before reconciliation: 8 ways to identify and confront Residential School denialism. *The Conversation*.
<https://theconversation.com/truth-before-reconciliation-8-ways-to-identify-and-confront-residential-school-denialism-164692>

Optional reading:

- Hamilton, Vivian E. (2024). *The conflict over parents' rights* [Policy brief]. National Education Policy Center.
<https://nepc.colorado.edu/sites/default/files/publications/PB%20Hamilton.pdf>
- Kelly, Deirdre M., & Arnold, Chrissie. (2016). Cyberbullying and Internet safety. In Barbara Guzzetti & Mellinee Lesley (Eds.), *Handbook of research on the societal impact of digital media* (pp. 529-559). IGI Global. <see esp. pp. 539-550>. <https://doi.org/10.4018/978-1-4666-8310-5.ch021>
- New Brunswick Office of the Child and Youth Advocate. (2023, August 15). *On balance, choose kindness: The Advocate's review of changes to policy 713 and recommendations for a fair and compassionate policy*.
<https://static1.squarespace.com/static/60340d12be1db058065cdc10/t/64dba253048a5831dfebc552/1692115539961/On+Balance+Choose+Kindness+-+Advocate+Review+of+Policy+713.pdf>

June 20: Policy activism: Who, what, where, how?

Before class, please watch this video clip:

- Policy activism <18:27>

Read one of the following for a jigsaw activity (to be assigned in class):

- Ishimaru, Ann M. (2018). Re-imagining turnaround: Families and communities leading educational justice. *Journal of Educational Administration and Foundations*, 56(5), 546-561. <https://doi.org/10.1108/JEA-01-2018-0013>
- Llewellyn, Jennifer, Demsey, Amanda, & Smith, Jillian. (2015). An unfamiliar justice story: Restorative justice and education: Reflections on Dalhousie's Facebook incident 2015. *Our Schools/ Our Selves*, 25(1), 43-56.
<http://search.ebscohost.com.ezproxy.library.ubc.ca/login.aspx?direct=true&db=eue&AN=111398969&site=ehost-live&scope=site>
- Natanson, Hannah. (2024, February 1). Students reported her for a lesson on race. Then she taught it again. *Washington Post*.

<https://www.washingtonpost.com/education/2024/02/01/south-carolina-teacher-racism-lesson-revised/>

Raibmon, Paige. (2019, September 28). How to talk about relations between Indigenous peoples and Europeans, *The Tyee*. <https://thetyee.ca/Opinion/2018/09/28/Relations-Indigenous-Peoples-Europeans/>

Rethinking Schools. (2016). *Climate justice resource kit* (pp. 1-19). Milwaukee, WI: Rethinking Schools. https://rethinkingschools.org/wp-content/uploads/2020/09/RS_Climate-Justice-Kit-1.pdf

Optional reading:

Yeatman, Anna. (1998). Introduction. In A. Yeatman (Ed.), *Activism and the policy process* (pp. 1-15). Allen & Unwin.

Suggested [Online Resources](#) for Policy Comparison Assignment

Please note: Websites are usually updated often; links therefore change, and sites are sometimes reorganized. So, take the following merely as possible starting points.

Indigenous Peoples and Policy

Assembly of First Nations

<http://www.afn.ca/>

United Nations Indigenous Social and Policy development

<https://www.un.org/development/desa/indigenouspeoples/>

<https://en.unesco.org/indigenous-peoples/un-policies>

Canadian Institute of Health Research: Aboriginal Ethics Policy Development

<http://www.cihr-irsc.gc.ca/e/29339.html>

National Inquiry into Missing and Murdered Indigenous Women and Girls

<https://www.mmiwg-ffada.ca/mandate/>

NGO Affiliated Policy Studies Centres

<http://www.centerwomenpolicy.org/>

Networks: <http://www.disabilitypolicycenter.org/index.htm>

Higher Education

BC Ministry of Advanced Education

<http://www.gov.bc.ca/aved/>

Universities Canada

<https://www.univcan.ca/>

Colleges & Institutes Canada (CICan)

<https://www.collegesinstitutes.ca/>

Canadian Association of University Teachers (CAUT)

<http://www.caut.ca/>

UNESCO Higher Education

<http://uis.unesco.org/en/topic/higher-education>

OECD Education, including Higher Education and Adult Learning

<http://www.oecd.org/education/>

World Bank Tertiary Education

<https://www.worldbank.org/en/topic/tertiaryeducation>

K-12 Education [ongoing issues: school choice; professional standards; accountability; diversity or inclusion]

British Columbia Ministry of Education

<http://www.bced.gov.bc.ca/policy/policies/>

BCTF

<http://www.bctf.ca/IssuesInEducation.aspx>

CCPA = Canadian Centre for Policy Alternatives [Education Project; reports]

<http://www.policyalternatives.ca/>

Fraser Institute

<http://www.fraserinstitute.org/>

BC Ministry of Education, Teacher Regulation Branch

<https://teacherregulation.gov.bc.ca/>

[links to “standards”, “teacher education”, “professional conduct”]

BCPAC = British Columbia Confederation of Parent Advisory Councils

<http://www.bccpac.bc.ca/>

Teacher Qualification Service

[main site with links to full policy documents and press releases]

<http://www.tqs.bc.ca/index.html>

BCSTA = BC School Trustees Association

<http://www.bcsta.org>

Inclusion BC (formerly BCACL = BC Association for Community Living)

<http://www.inclusionbc.org/>

First Nations Education Steering Committee

<http://www.fnesc.ca/>

Pertinent UBC, EDST & Course Policies

University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access, including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated, nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty, and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

EDST Graduate Course “Order of Marking Standards” Policy

Marking Standards. (<https://edst-educ.sites.olt.ubc.ca/files/2013/05/Order-ofMarkingStandards-2013.pdf>)

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| A+ (90-100%) | Reserved for exceptional work that greatly exceeds course expectations. In addition, achievement must satisfy all the conditions below. |
| A (85-89%) | A mark of this order suggests a very high level of performance on all criteria used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. They show that the individual significantly shows initiative, creativity, insight, and probing analysis where appropriate. Further, the achievement must show careful attention to course requirements as established by the instructor. |
| A- (80-84%) | An A is awarded for generally high quality of performance, no problems of any significance, and fulfillment of all course requirements. However, the achievement does not demonstrate the level of quality that is clearly distinguished relative to that of peers in class and in related courses. |
| B (68-79%) | This category of achievement is typified by adequate but unexceptional performance when the criteria of assessment are considered. It is distinguished from A level work by problems such as: one or more significant errors in understanding, superficial representation or analysis of key concepts, absence of any special initiatives, or lack of coherent organization or explication of ideas. |
| C (60-67%) | C level work is that which exhibits several of the problems mentioned in the description of B grades. The Faculty of Graduate Studies considers 60% as a minimum passing grade for graduate students. |

Academic Honesty

The integrity of academic work depends on the honesty of all those who work in this environment and the observance of accepted conventions, such as acknowledging the work of others. Please make sure that you acknowledge and cite the oral and written work of others in all your assignments. Not citing sources is considered plagiarism. The UBC Senate link cited above directs you to sections of the Academic Calendar that address policies and regulations related to academic honesty and standards and academic misconduct and plagiarism. The UBC Learning Commons also has an online resource guide on avoiding plagiarism; see www.library.ubc.ca/home/plagiarism/ . If you have questions or concerns about any of these policies or conventions in relation to how they apply to the work you do in this course, please discuss them with me.

Academic Accommodations for Students with Disabilities

To request academic accommodations due to a disability, before or at the start of the term, you should arrange to meet with an Accessibility Advisor at the Centre for Accessibility to determine what services or accommodations you are eligible for. If you have a letter from the Centre for Accessibility indicating that you have a disability that requires specific accommodations, please present the letter to me so that we can discuss the accommodations that you might need for class. You can find more information at: <https://students.ubc.ca/about-student-services/centre-for-accessibility>

Students' Religious and Cultural Observances

Please review the policy [Academic Accommodation for all Students' Religious Observances and for the Cultural Observances of First Nations, Métis, and Inuit Students](#). Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious or (for Indigenous students) cultural observance. It is the student's responsibility to inform me of any intended absences for such observances in advance.

Copyright

Students should familiarize themselves with, and comply with, UBC's Copyright Guidelines and applicable copyright laws. See: <http://copyright.ubc.ca>.

Use of AI

Artificial Intelligence (AI) tools such as ChatGPT can scaffold and support learning. If you choose to use ChatGPT or an AI writing tool to aid in any of your assignments, please reference it using APA style and provide a short description of how you used the tool (for what purpose) in relation to your assignment. Failure to include a proper reference and description will be considered to be a breach of academic integrity. If you have any questions about the use of AI tools, please reach out to me for clarification. Please be aware, too, of the concerns about AI in education, including the potential for curriculum misinformation and knowledge gatekeeping; see ["AI in education is a public problem"](#) (Williamson, 2024).